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ABSTRACT

This paper documents the "inspection visit" program which existed at the University of Illinois library school between 1895 and 1948 whereby library school students would take extended "field trips" to nearby or even distant libraries. Topics include issues concerned with the visits themselves, their role in the library school curriculum, administration of the program, faculty participation, organizational concerns, racial concerns, student activities during and after the trips, and evaluation of the program by students. Additionally, the discussion briefly outlines the inspection visit programs of other library schools. The paper also seeks to demonstrate that the reasons for dropping the program at this particular school had little to do with the perceived value of the visits. By providing the students contact with diverse library settings and activities, the visits ensured the students a unifying perspective of the field, a movement toward acculturation or socialization into the profession. Appendices provide statistical data; guidelines for student visits; committee reports; memoranda; and a chronological list of unit visits. (Contains 49 references.) (AEF)

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SURVEYING THE LIBRARY LANDSCAPE:
THE INSPECTION VISITS OF THE UNIVERSITY OF ILLINOIS LIBRARY SCHOOL

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By

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IR 054 123

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Surveying the Library Landscape: The Inspection Visits of the University of Illinois Library School

By
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Contents

Introduction 1
Documenting the Inspection Visits 2
Inspection Programs of Other Library Schools 6
The University of Illinois Library School Inspection Visits 7
- The Visits as a Requirement for Graduation 8
- The Years and Academic Terms During Which the Visits Took Place 8
- The Destinations 10
- Characteristics of the Visited Institutions 10
- Length of the Visits 13
- Organizational Concerns 14
- Racial Concerns 16
- Student Activities During and After the Trips 16
- Faculty Participation in the Program 17
- Evaluation of the Program by Students 19
- Discontinuation of the Program 19

Conclusion 23
Appendix A 25
Appendix B 33
Appendix C 35
Appendix D 37
Appendix E 39
References 43
Bibliography 45
- Primary Sources 45
  - Publications, Reports, Faculty and Committee Meeting Minutes, and Other Documents 45
  - Inspection Visit Itineraries 47
  - Other Sources of Information Regarding Itineraries 48
  - Other Library Schools 48
- Secondary Sources 49

Vita 49

Surveying the Library Landscape: The Inspection Visits of the University of Illinois Library School

INTRODUCTION

For more than fifty years, a valued part of the curricula of several prominent American library schools consisted of a "grand tour" of libraries of various types for the purpose of comparing collections, services, and points of view. Not merely a negligible field trip or two, the visits involved travel to distant cities that could last as long as two weeks and were regarded as an integral element—often a specific requirement—of a library school curriculum. The trips, referred to most often as "inspection visits," were frequently augmented by internship programs. They were as highly regarded by library school faculty as they were highly praised by students who sometimes made career decisions based on experiences during the visits to certain types of libraries and exposure to specific professional functions. Today this aspect of professional education for librarians seems to be misunderstood—when it is remembered—and has received no scholarly attention.

The purpose of this project has been to document perhaps the most extensive "inspection visit" program developed by an American library school—that which existed at the University of Illinois between 1895 and 1948.[1] Examined will be issues concerned with the visits themselves, the library school curriculum, administration of the program, and faculty participation. Additionally, the discussion will briefly outline the inspection visit programs of other library schools. It will further be demonstrated that the reasons for dropping the program at this particular school had little to do with the perceived value of the visits. Library educators considered the inspections to be more than simple observations; by providing students contact with diverse library settings and activities, the visits ensured the students a unifying perspective of the field, a movement toward an acculturation or socialization into the profession. By examining the program of one leading library school of the

period, it is hoped that a base will be provided for a more complete understanding of issues library educators and librarians have considered important for newly graduated librarians.

[**Editor's Note:** All parenthetical numbers refer to sources in the reference list.]

DOCUMENTING THE INSPECTION VISITS

Concerned primarily with the development of the library inspection visit program at the University of Illinois Library School, the following descriptions and commentary have been based on primary and secondary sources, which are introduced below and listed at the end of this discussion. While certain kinds of records, such as library school catalogs, were sought specifically to document the period, other rich sources have been uncovered, which have naturally influenced the content of this project and have themselves suggested several different systems of organization. A database was created to allow efficient organization and manipulation of the most important data. To place this school's practice in context, similar programs at other institutions have been briefly described and attitudes regarding this practice in general have been explained.

The sources discussed and cited below represent only a portion of the items consulted. Several works on the history of library education were found to be of great value in the study of library school curricula in general but of little value for this specialized area. Likewise, many documents of the University of Illinois Library School had to be located, examined, but ultimately discarded. The most useful survey of library visits can be found in C. C. Williamson's *Training for Library Service* (39),[2] which presents the advantages, disadvantages, and prevalence of field work and library visits. Other general works on library education of potential use were found to have few useful references to library visits: *Education for Librarianship: The Design of the Curriculum of Library Schools* (Urbana-Champaign: University of Illinois Graduate School of Library Science, 1971); *History of Library and Information Science Education* (entire issue of *Library Trends, 34*[3], Winter 1986); Jesse Shera's *The Foundations of Education for Librarianship* (New York: Becker & Hayes, 1972); C. M. White's *A Historical Introduction to Library Education* (Metuchen, NJ: Scarecrow, 1976); and C. M. White's *The Origins of the American Library School* (New York: Scarecrow, 1961). Two important treatments of the early history of two library schools—L. A. Grotzinger's *The Power and the Dignity: Librarianship and Katharine Sharp* (New York: Scarecrow, 1966)

and J. Richardson's *The Spirit of Inquiry: The Graduate Library School at Chicago, 1921-51* (Chicago, IL: American Library Association, 1982)—did not address library inspection visit programs.

More useful were the catalogs and reports of other library schools, such as those of the University of Denver, the University of the State of New York, McGill University, Western Reserve University, and the University of Wisconsin (30-32, 34, 35). Explicit statements were found in these sources regarding the value of such trips, their place in the curricula, costs, and in one case, a detailed account of a faculty member's trip—the only such account located for inspection visits of any library school (31, 1899, pp. 273-76). A 1914 publication entitled "Inspection of Library Training Schools," in which Mary Esther Robbins reported on the curricula of several library schools, provided a short description of formal visits made by students of the Syracuse University Library School, which only hints at the extent of these programs (33): "Library visits to some of the libraries in the vicinity are part of the program, and one ten day's trip to the libraries in New York, Brooklyn, Newark, Philadelphia and Washington. Reports on these visits are made, with class discussion" (p. 5).

Documentation of the University of Illinois Library School curriculum exists in a variety of published and unpublished sources. Much information can be found in the Library School catalogs (6, 7, 8) and in a report by Katharine Sharp of the school's early years (29). Besides discussions of the school's programs and courses that took place in faculty meetings (19), there exist completed applications for the adoption of specific courses, recommendations of curriculum committees (including 20; unfortunately not the minutes of their meetings), and unpublished, mostly handwritten, notes regarding the course schedules of the early years of the school (10, 22-28).

Materials describing the inspection visits themselves have been more difficult to locate. The school catalogs and the Sharp report mentioned above supply brief descriptions of the visits, reasons for their existence, statements about their place in the curriculum, and estimates of their costs. The topic of the visits surfaced in the discussions of at least 54 faculty meetings between 1911 and 1948. Although the discussions as they were recorded in the minutes vary considerably (19), they often provide unique access to information regarding the administrative problems of the visits. In two cases, appendixes to the minutes provide crucial information for the study of this topic—e.g., a detailed set of

guidelines for students who were to visit the libraries and a detailed evaluation of the entire inspection visit program. Additionally, recollections of students and faculty members of the visits can be found in three Library School anniversary publications (1, 4, 5) as well as in responses to a questionnaire sent to students shortly before the 50th anniversary (3), and in the sometimes lengthy letters solicited from alumni at about the same time (2). The 100th anniversary publication of the school contains a lively introduction to the topic by Kathryn Luther Henderson, a faculty member of the present school and an alumna of the program at a time when the inspection visits were a formal part of the curriculum (5, pp. 98-101).

Itineraries of the inspection visits can be found in printed form (21), mimeograph (24), typescript (9, 11-18, 21), and especially, for the early years, in manuscript (22-28). Although itineraries could not be located for every year (the largest gaps are 1902-1904 and 1906-1912), those that were found provide an excellent chronicle of the program. Additional data, including correspondence between the school and many of the visited libraries and businesses, may be found in the school's "Inspection Trip Files."

Library education in the United States was undergoing serious evaluation and transformation in the 1920s. Prominent among library educators and librarians of that time, Ernest J. Reece and Charles C. Williamson were concerned with the future of library education and addressed, in print, the issue of library visits as curricular requirements. Reece, in a memorandum executed in response to the American Library Association (ALA) Temporary Training Board,[3] suggested that among required courses for graduate or advanced library training should be included "Field Observation with Reports Turned in to Faculty" (37, p. 21). He was well acquainted with such visits, having himself been the faculty director for the University of Illinois Library School Inspection Visits for two years: 1915 (a five-day trip to libraries in Chicago, Evanston, and Oak Park, Illinois) and 1916 (a five-day trip to libraries in Decatur and Springfield, Illinois, as well as to Forest Park and St. Louis, Missouri) (21, 1915, 1916).

In his *Training for Library Service*, Williamson more fully described the many positive aspects of library school inspection visit programs. Besides the visits of the schools mentioned earlier, Williamson cited several other schools with similar programs: the Pratt Institute, the New York Public Library School, and the Carnegie Library School of Pittsburgh

(39, p. 66). He believed the visits were "important feature[s]" of the curricula and that "there [was] no question that these extended trips [were] of very great value, if not absolutely essential, for professional training" (39, p. 66). He recommended the continuation of such programs and simultaneously provided an excellent general summary of the advantages of the visits (39, pp. 66-67):

> The school authorities in every case report that students return from such trips enthusiastic about what they have seen, and enter into the class work with keener interest and greater appreciation. Students thus have an opportunity to become acquainted with different types of libraries, to appreciate the needs which give rise to them, and to observe their methods of operation. Many students have a very limited acquaintance with large library systems and the more important kinds of special libraries. On the basis of the observations made on these trips, they are sometimes able to decide definitely what line of library work they wish to enter. Another very practical end not lost sight of by the school authorities is the introduction of students to leading workers in the profession and even to prospective employers. Various other advantages accrue from these trips, in the nature of by-products, perhaps. Thus, one school finds the annual trips help to keep the school instruction abreast of library progress, while another finds that the instructor in charge of the excursion is able to acquire an intimate acquaintance with the students such as could be got in no other way. (pp. 66-67)

Given the choice between field practice, which was also a very common element in the library school curricula during the first half of this century, and inspection visits, Williamson recommended the latter. Yet he saw great value in both exercises, his major question being the order in which the two should take place (39):

> If our conclusion as the real object of the field work is valid, it is not participation in actual library work so much as directed and supervised observation that is to be sought. This is also the purpose of all kinds of library "visits" and inspection trips. Any course designed to provide a thorough professional training should include both the extensive observation afforded by the brief trips to other cities and the intensive observation which must be secured in local libraries. Whether the extensive or intensive observation should come first is largely a pedagogical question. Tentatively, it may be assumed that the local and intensive observation, related somewhat closely to the class instruction, should precede. With this as a background the student will go on the extended trips with seeing eyes. The outline of points to be covered in the more rapid surveys will have been fixed in his mind by his detailed comparative studies in local libraries. (pp. 67-68)

Williamson's opinions were published at almost exactly the midpoint of the life of the Illinois Library School's inspection visit program. Illinois

was only one of several prominent schools that regarded this kind of activity highly; with the support of Williamson, it might have seemed that its trips and those of the other library schools would have continued for a very long time. That was not to be.

INSPECTION PROGRAMS OF OTHER LIBRARY SCHOOLS

A systematic study of programs of observational visits has not been carried out in the published literature. As a sample of library school catalogs demonstrate, and as Williamson found, the practice was widespread and highly valued for a long period of time.

The University of Denver Library School curriculum featured a series of three courses in Library Administration between 1932 and 1944 (30).[4] Although statements regarding neither the perceived value of institutional visits nor the scope of the inspection programs could be found, the first course usually required visits to local libraries, and the two latter courses included visits to libraries in adjacent states and to binderies and printing establishments. The Library School of Western Reserve University provided students a chance to visit a variety of libraries in Cleveland, other cities in Ohio, and Pittsburgh (34, p. 15).

McGill University Library School (Montreal) required similar exposure for the students in the form of annual excursions to libraries in New York and vicinity between 1927 and 1941 and later (32).[5] Part of the second term of the course "Field Work, Observation, and Visits," this element of the curriculum was described in the following way (32, 1928-29):

> Field work in the second term provides an opportunity for wider observation, comparison of libraries and their methods, and actual practice in the routine of library work where the pace is set by experienced workers. A programme of conducted visits to other libraries, including a week's visit to New York and vicinity, is planned for the second term as a required part of the course. This aims to give the student an opportunity to observe the practical applications of subjects taught. (p. 13)

At that time, the visits cost students about $75.00 each. Interestingly, it is under the "Fees and Expenses" section of McGill University Library School's catalog and not under "Curriculum" that the visits sometimes received the most thorough description (32):

> The lectures and practice work of the School course are supplemented and illustrated by required professional visits and reports:
> (a) Visits to libraries, binderies, book shops, museums, and printing establishments in Montreal and its neighborhood.

> (b) A week's visit, under the direction of members of the Faculty, to similar institutions in New York and adjacent cities. The Library School trip to New York is a required part of the Library Course, and students should allow a minimum of $75.00 for this purpose. (pp. 9-10)[6]

Likewise, between 1906 and 1910, the Wisconsin Library School (Madison) required annual visits to libraries in Milwaukee and Chicago in addition to extensive field work in Wisconsin libraries and visits to numerous libraries and other related businesses in Madison, such as binderies and printers (35, 1906-1910). By 1915, this practice had evolved into "Field Practice," which provided even more extensive opportunities to observe.[7]

One of the more extensive inspection visit programs was instituted by the New York State Library School in Albany. According to its catalog for the academic year 1923-24, the school's classes and an accompanying faculty member, "spend about ten days visiting in alternate years the leading libraries of New York and vicinity, Philadelphia and Washington; and those of Boston and vicinity, Springfield, Worcester and Providence, [during which] comparative studies of the methods in use in these libraries are made" (31, 1923-24, p. 26). Early in this school's history, the visits were limited to libraries in New York City but, in Spring 1899, the visit was "extended...to include Philadelphia, Baltimore and Washington libraries" (31, 1899, p. 273). Although many catalogs of this school would likely provide additional documentation of the trips, the annual report of 1899 is of particular interest because it includes a very detailed account of that year's visit written by the faculty member in charge, Salome Cutler Fairchild, the vice-director under Melvil Dewey. Fairchild described the general activities of the group, mentioned the names of librarians who spoke, and addressed such topics as free access to materials, the reorganization of large libraries, and social events (31, 1899, pp. 273-76). She concluded her account by emphasizing that her description was only a "meager record" of the totality of the experience and that, "[t]he positive gain in knowledge of libraries, the added perspective, the acquaintances made, the multitude of suggestions received, the stimulus to persistent and thorough research into library conditions, the clarifying of ideas and the uplifting of ideals can not be estimated" (p. 76).

THE UNIVERSITY OF ILLINOIS LIBRARY SCHOOL INSPECTION VISITS

The University of Illinois Library School has at times served as a specialized travel agent. Between 1895 and 1948, students and accompanying

faculty visited more than 450 different libraries, library departments, library schools, binderies, bookstores, library supply companies, and printing establishments (many more than once) in 58 cities in six states. More than 350 librarians or their institutional officials hosted at least 29 faculty and hundreds of students during the visits. The time-consuming administrative tasks of arranging visits with host institutions; transportation by train, bus, and steamer; as well as lodging in hotels or YWCAs—not generally regarded as functions of an institution of higher learning—supported an educational mission.

The Visits as a Requirement for Graduation

The study visits were required from the earliest years of the program, when Katharine Sharp led the rather small groups to Chicago area libraries one at a time over the course of a semester, through 1948, when Herbert Goldhor took the last group by way of Bloomington, Illinois, to Chicago. Intended primarily for Bachelor's students, the requirement was seldom waived, although students were occasionally excused from particular trips.[8] For many years, visits were part of the required course in Library Administration but later became a separate noncredit course, as the following course listing shows (8, 1944-45):

> 99. Inspection Trip.—Required of all candidates for the degree of Bachelor of Science in library science. Estimated cost $30. II ["II" = offered in the second semester] (no credit). Associate Professor Stieg. (p. 14)

Besides the departmental regulations regarding the visits, there was a university-wide policy that stated:[9]

> Inspection trips may be permitted in those departments of the University which can fully justify them on the basis of educational policy, but in such cases these trips must become a regular part of the curriculum required of all students taking a particular group of subjects in the department.

The Years and Academic Terms during which the Visits Took Place

Between 1895 and 1948, the school organized 53 series of visits,[10] with the total number of individual institutional visits per series ranging from 6 in 1897 to 93 in 1940 (see Figure 1).[11]

Before the Library School moved to the University of Illinois at Urbana-Champaign from Chicago, the individual library visits took place at weekly intervals spread over the course of the Spring term.[12] For example, in Spring 1896, the juniors visited libraries primarily on Tuesdays from April 7 through May 26 (22) (see Figure 2).

Year	*Units*	*Year*	*Units*	*Year*	*Units*
1895	9	1913	14	1931	85
1896	11	1914	19	1932	65
1897	6	1915	15	1933	51
1898	16	1916	19	1934	54
1899	16	1917	14	1935	62
1900	25	1918	7	1936	56
1901	18	1919	23	1937	62
1902	16	1920	18	1938	60
1903	16	1921	17	1939	87
1904	16	1922	20	1940	93
1905	17	1923	16	1941	69
1906	16	1924	18	1942	23
1907	16	1925	16	1943	[no trip]
1908	16	1926	20	1944	11
1909	16	1927	24	1945	14
1910	16	1928	20	1946	17
1911	16	1929	21	1947	21
1912	16	1930	42	1948	16

Figure 1. Number of units visited, by year.

April 7—University of Chicago Library
April 14—Chicago Public Library
April 21—Chicago Public Library
April 28—Newberry Library
May 5—Scoville Institute (Oak Park)
May 11—Mr. J. W. Ellsworth's Library
May 13—Adams Memorial Library (Wheaton)
May 19—Evanston Public Library and Northwestern University Library
May 26—John Crerar Library

Figure 2. Visits of the junior class of the Armour Institute in 1896.

According to the 1896 "Junior Program" (22), follow-up discussions of the visits occurred on Fridays. A trip to an unnamed bindery, probably that of E. Hertzberg, a much-frequented destination of the school, took place the same year.

The Spring term was to remain the preferred time for the large group trips for the remaining half century, although in the late 1930s and 1940s, after a Summer Session had been introduced, summer students occasionally traveled individually. It was for the latter students, who were not directly supervised by faculty, that an Observation Manual Committee revised a set of guidelines for visiting libraries.[13]

The Destinations

On a regular basis, through practical field work, organized visits, and regular employment, the students were routinely exposed to local libraries, including the University of Illinois libraries and the public libraries of Champaign and Urbana. These libraries figured into the formal inspection visits only twice: in 1932 when widespread financial difficulties prompted the faculty to provide a modest alternative to the two other, more extended and expensive, trips and in 1947 when the University of Illinois Undergraduate Library was included. Most inspection visits took the students out of town. During the 53 years the program was offered, the groups visited libraries and related institutions in at least 58 different cities in six states (see Tables 4 and 5 in Appendix A).

Illinois libraries received the most visits, but those in Ohio, Missouri, and Wisconsin also appeared regularly on the itineraries. As close as Indiana was, it received surprisingly few visits during the period, perhaps because of the richness of the libraries in Chicago and St. Louis, which were by far the two most frequent destinations (see Figure 3).[14] For many years the trips alternated between these two cities and their vicinities. Starting in 1930, when multiple trips were offered because of the increased size of the classes, more distant destinations, such as Detroit, Milwaukee, and the large cities in Ohio, were added to itineraries.[15]

Characteristics of the Visited Institutions

It was a goal for the entire period to visit as many types of libraries and related institutions as possible in order to expose students to a variety and allow them a better chance to compare collections, procedures, and patron groups.[16] There was an additional attempt in the 1930s to visit different examples of the same kinds of libraries for purposes of comparison.[17] Figure 4 lists institutions visited ten or more times in the 53-year period.

The intended mix was indeed achieved, but as one can see by examining the itinerary of any one year, certain library types predominated.[18] Over the course of the many years of the program, public libraries received the most attention, with over 400 different units having been visited. In large cities and small, the students visited library headquarters, important departments (such as cataloging, acquisitions, and processing), special collections concerned with subjects such as business or history, and library branches. Often a selection of branches was provided to illustrate the different user groups a public library system would accommodate. As shown in figure 4, the students visited the public libraries of all

City	*Number of Units*
Chicago, IL	369
St. Louis, MO	140
Springfield, IL	97
Cincinnati, OH	83
Evanston, IL	70
Indianapolis, IN	58
Milwaukee, WI	51
Madison, WI	44
Detroit, MI	34
Cleveland, OH	31
Jacksonville, IL	28
Decatur, IL	27
Rockford, IL	18
Ann Arbor, MI	17
Cleveland Heights, OH	15
Dayton, OH	15
Oak Park, IL	12
Forest Park, MO	11

Figure 3. Number of units visited, by city, for cities receiving more than 10 visits.

the major midwestern cities: Chicago, St. Louis, Detroit, Cleveland, Cincinnati, Dayton, Milwaukee, and Indianapolis.

Likewise, the groups toured many academic libraries. Some were multidepartmental university or college libraries: Northwestern University, University of Chicago, Washington University, University of Michigan, Western Reserve, and others. For comparison's sake, smaller college libraries were regularly visited: Milwaukee-Downer College, Millikin University (Decatur), Saint Xavier's College Library (Cincinnati), and many others.

Specialized academic libraries were occasionally studied. Seminary or other religious school libraries included, among others, those of Garrett Biblical Institute Library (Evanston) and the Hebrew Union College Library (Cincinnati). In the first part of this century, as now, many professional schools boasted extensive specialized collections. Among the many visited by the Illinois Library School were Northwestern University's Dental, Medical, and Law Libraries.

The students usually visited several school libraries during each trip; occasionally specialized groups of students visited an even larger number. Bill Woods, a student of the class of 1947 who was not among those intending a career in school librarianship, remembered that he "saw more school

Visits	*Institution*
86	Chicago Public Library (and branches)
64	St. Louis Public Library (and branches)
49	Northwestern University (and branches)
47	Illinois State Library (Springfield)
38	Cincinnati Public Library (and branches)
37	Indianapolis Public Library (and branches)
29	Evanston Public Library (Evanston, Illinois)
27	Newberry Library (Chicago)
26	Milwaukee Public Library (and branches)
23	University of Chicago Library
23	John Crerar Library (Chicago)
20	Ernest Hertzberg Bindery (Chicago)
18	American Library Association (Chicago)
17	University of Michigan Library (and branches)
17	Lincoln Library (Springfield, Illinois)
14	Cleveland Heights Public Library (and branches)
13	Washington University Library (and branches)
13	R. R. Donnelley & Sons, printer (Chicago)
13	Missouri Historical Society Library (St. Louis)
13	Art Institute Library (Chicago)
12	Oak Park Public Library (Oak Park, Illinois)
12	Missouri Botanical Gardens Library (St. Louis)
12	Dayton Public Library (and branches)
12	A. C. McClurg & Co. (Chicago)
11	Western Reserve Library
11	St. Louis Mercantile Library Association
11	Detroit Public Library (and branches)
11	Decatur Public Library (Decatur, Illinois)
10	Illinois State Historical Library (Springfield)

Figure 4. Institutions visited 10 or more times by the University of Illinois Library School (in descending order of frequency).

libraries that week than I've had occasion to see or want to see since" (2, p. 112).[9] Nevertheless, school collections figured prominently in the program and included schools of all sizes and in many cities and towns. Part of many trips to St. Louis involved two stops in Jacksonville, Illinois, for visits to the State Schools for the Blind and for the Deaf. Not all students could have been keenly interested in every kind of institution, but variety was central to the inspection program's mission.

Under what was then, and remains to this day, the category of "special library," the students visited almost 200 different collections. Subtypes such as law and business libraries also appeared under the larger categories of public and academic libraries, but the special libraries of these subtypes were either independent institutions or affiliated with professional associations or corporations. Other special library types included

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the collections of newspapers (such as the *Chicago Daily News*, the *Chicago Tribune*, the *St. Louis Post-Dispatch*, and the *Detroit News*), museums (Cincinnati Art Museum, the Cleveland Museum of Art, Chicago's Museum of Science and Industry, etc.), botanical gardens (St. Louis), and hospitals. Government libraries were represented by the many state libraries and their departments and such specialized collections as the Library of the Federal Reserve Bank. This category, too, contained law and other specialized subject collections that could be considered "special" libraries but represented a completely different kind of administration and purpose. Corporate libraries included those of the National Cash Register Company (Dayton), Merrell Chemical Co. (Cincinnati), and the First Wisconsin National Bank (Milwaukee).

Among the nonlibrary institutions selected for inspection were library schools (at the University of Chicago, Western Reserve University, and University of Michigan), library suppliers (such as Demco Library Supplies in Madison, Wisconsin), bookstores, engravers, a relatively large number of printers or publishers (42 total, including R.R. Donnely & Sons, Co. of Chicago and Woodward & Tierman Printing Company of St. Louis), and commercial or institutional binderies (62 total, including the Grimm Book Bindery of Madison and the National Library Bindery of Cleveland).

From the existing printed itineraries and other documents, it is not possible to determine if a few visits to places of cultural interest such as Chicago's Hull House were of a tourist nature (as were regular visits to Lincoln's tomb during the Springfield, Illinois, tours) or done with an educational goal in mind, as would have been the case if Hull House were the destination only because of its bindery and not because of its other attractions.

Length of the Visits

How much time did the students need to become familiar with the collections and procedures of a typical library? If, as Williamson recommended, the students had earlier acquired some classroom training and experience in local libraries, both as workers and as critical observers (39, pp. 67-68), then the extended trips and their individual visits could be carried out quite efficiently. From the various catalogs of the Library School, it does appear that the students were well prepared ahead of time—a likely reason for the trips to be offered in the Spring term of the Senior year—and could digest new impressions quickly. Without advance preparation, the average visit length of 1.08 hours would have

been inadequate.[20] The visits lasted between 15 minutes and several hours. Visits to large public and academic libraries and their branches occasionally occupied entire days. For scheduling purposes, the visits were usually kept to about one hour,[21] the duration having been related to the type of institution visited. Research libraries, although not among the most frequently visited, did tend to take the longest to see, averaging 1.69 hours each.[22] The other library types averaging longer than an hour each were public,[23] university, college, state, and two kinds of special libraries—i.e., those of art museums and botanical gardens (that is if the specified visits to these institutions' libraries did not include tours of the galleries or gardens themselves). Two of the longest average visit lengths belonged to nonlibraries. The tours to the binderies and to the printers and publishers lasted on the average of 1.45 and 1.71 hours respectively. These kinds of institutions were among those most clearly remembered by the students and represented by essays in the Library School's 75th anniversary publication (4). It is safe to say that visit lengths were influenced by the type of library visited as well as by library size and complexity (both often related to the former), and that certain nonlibrary institutions such as binderies and printers often required more time.

Organizational Concerns

The students of the Armour Institute Library School usually visited and discussed one library weekly for several weeks each Spring (29, p. 16).[24] These were study visits, but it is difficult to speak of them as comprising actual "itineraries" until the late 1890s when the school moved downstate to Urbana, which required a greater amount of travel planning. From that point on, the study visits were made during trips lasting about one week by bus or train to metropolitan areas. Until 1912, the Seniors traveled to Chicago and other nearby cities (including trips to Milwaukee[25]) and, "accompanied by a member of the faculty, [spent] one week visiting the various libraries...and also certain of its book-binderies, printing establishments, and book-stores" (7, 1910-11, p. 16). The Juniors, too, visited libraries, but only those in or near Champaign and Urbana (7, 1910-11, p. 16) and only one at a time, scattered throughout the year.

In 1912, however, the classes joined for a Chicago trip, "in order that all students might profit by the more extended acquaintance with libraries" (7, 1911-12, p. 16). From that point through 1929, the classes visited alternately, with few exceptions, the libraries of Chicago and vicinity and those of St. Louis and vicinity (the latter usually including libraries of Decatur and Springfield, Illinois, en route).[26] In this way it was possible

to see a greater variety of institutions and avoid imposing on the hosts, even if it did mean more planning.

By 1930, the increased size of the class prompted a decision to divide the students into two groups and offer two destinations: St. Louis (and Illinois cities along the way) and Indianapolis, Cincinnati, and Dayton. The next year it was expanded to three groups, and from then, until the decline of the program in the early 1940s, the school sent two or three groups that visited a total of between 51 and 93 institutions each year.[27] The groups were usually formed by posting the intended itineraries and allowing the students to select one.[28] To say that the visits required a great deal of planning and administrative time would be an understatement.

It was a university requirement that intended itineraries of inspection trips be posted or distributed ahead of time and that they be provided to the parents or guardians of the students. These printed guides provided not only a list of libraries to be visited, but also the names of the host librarians or other officials, the names of the hotels serving as the trips' headquarters, and frequently the times of the visits and directions for getting from one library to another. Such travel advice can be found in the printed itinerary for the trip to Chicago in 1915 where the group is given instructions for getting to the Oak Park Public Library from downtown (21, 1915): "Take Chicago and Oak Park Elevated at Adams and Wabash; cross the tracks; walk one block north and one block west. Allow 50 minutes from the Loop" (p. 1).

All this useful information was usually provided in a small pocket-sized format (about 3.5 by 6 inches) of about four pages on card stock.[30] The production of these travel aids, like the planning of the itineraries, must have been quite labor intensive.

Other arrangements also must have occupied much of the time of the Library School Office.[31] Transportation was usually provided by buses, usually one or two per group. The students stayed at hotels or facilities of the Y.W.C.A.or sometimes both, as Alice Appell, a student on the 1946 tour, described (4): "The female students stayed in the Y.W.C.A., inexpensively bedded down in one enormous room on cots, with an occasional hatrack on which to hang our clothes. It was delightfully informal, although some of the luxury-loving envied the men their hotel rooms" (p. 108).

Another practical issue was the cost of accommodations and transportation. From the beginning, it was the students' responsibility to pay for

the trips. The fees, which ranged from $12 to $40, were regularly listed in the school's catalog among the estimated educational expenses.[32] Only in 1932, in the midst of a national financial crisis, an option of taking a shorter trip at presumably a more modest price was offered "for those students who could not finance a longer trip" (19, 2/3/32, p. 1).

Racial Concerns

In 1946, Lewis Stieg, a faculty member who had led groups in 1944 and 1945, reported at a faculty meeting "that difficulties were being encountered in the planning of the Inspection Trip, particularly in connection with the negro students in the class" (19, 1/16/46, p. 2). The problems were not specified but did have something to do with the intended destinations of either Indianapolis or St. Louis rather than Chicago, which was pointed out to be the only place that the "worst aspects of discrimination [can] be avoided." Nevertheless, the faculty agreed that, because it would have been impossible to visit Chicago every year, and because this particular problem would probably recur each year, the visit would have to take place "in spite of the difficulties with segregation and discrimination." At the first faculty meeting after the visits, Stieg mentioned no difficulties and reported that the trip had been successful (19, 3/1/46, p. 2).

Student Activities During and After the Trips

As Williamson said regarding inspection visits of library schools in general (39):

> These trips are not designed to be mere pleasure junkets. The students are held responsible in one way or another for showing definite additions to their professional knowledge and outlook. In some cases topics for report are assigned in advance to each student. Other schools organize the class into various committees, each being responsible for reports on special topics, and after their return the presentation of reports may be followed by discussion and quizzes. On the whole, the aim is very much the same as that of the so-called "practical" work—to reinforce and illustrate class instruction, to fix important facts and ideas in the student's mind, and to instill in him the habit of taking a comparative view of methods and procedure. (p. 67)

Illinois students did most of the above at various times in the history of the program. After the tours, introductory lectures, and question and answer periods, the students were expected to prove in some way that they had benefitted from their experiences. In the early Chicago years of the Library School, students visited one library for each of several weeks in the Spring term and followed each up with supervised class-

room discussions, as was mentioned above.[33] At that time the students were "divided into committees, each responsible for detailed reports of one department of work in all libraries visited." Such an arrangement, however, was not satisfactory because it "tended to magnify details, at the sacrifice of a broad view" (29, p. 16). Thereafter, it was common practice to receive detailed instruction and gain some experience before the trips took place.

Written student reports were prepared for many trips and, given the total number of students involved in the program, examples of such reports could still exist.[34] Without obtaining copies, it is nevertheless possible to learn about their contents by examining the "Observation Manual," a document written by a committee headed by Ethel Bond who herself had led groups on twelve annual trips.[35] An acceptable written report was to have contained: (1) a list of the institutions visited, arranged by type, and including a "special feature" of each; (2) a short essay on the organization and administration of one particular library; and (3) a longer essay about a type of library work, comparing it across the various libraries visited. The complete range of institution types was itemized, as were the individual "points of observation" that were to be used as guidelines during the visits. With slight modification, the whole could be used for the same purpose today. Approximate lengths of the essays were suggested, but it seems that the students tended to write too much rather than not enough as the remarks of Mabel Conat, a student who went with the group to Chicago in 1915, indicate: "We saw much of interest and value on this trip and we were so enthusiastic that our reports on the trip became quite lengthy. So much so that Miss [Frances] Simpson remarked that she 'did not expect us to write a book'" (4, p. 37). According to some of their recollections, the students were indeed enthusiastic about the visits (4). Although the trips were certainly not "pleasure junkets," students were also appreciative about the chances they had to enjoy the cultural amenities, especially of the large cities, and the opportunities that arose for making long-lasting professional acquaintances.

Faculty Participation in the Program

A commitment to the inspection visits as an important element of the Library School's curriculum involved a serious investment of faculty time. With the exception of a few summer session student visits in the late 1930s and early 1940s, all the student groups were accompanied by one, two, or three faculty members. Starting in 1930, it was the practice to organize two or three large groups, each with a different destination, thus placing even greater demands on the time of the faculty. In the 53

years of the program, at least 29 faculty members had taken part in the trips, with two faculty making the treks ten or more times.[36] While this kind of responsibility could be a burden at times and complaints did surface at faculty meetings (19, 3-4-40, pp. 1-2), most comments were positive. Ernest J. Reece, a faculty member between 1912 and 1917 and an inspection visit group leader in 1915 (Chicago, Evanston, and Oak Park, Illinois) and 1916 (Decatur and Springfield, Illinois, as well as Forest Park and St. Louis, Missouri) had the following to say about the trips (4):

> Even more significant [than the visits and lectures of prominent librarians] for contact with actual practice was the annual junket of the classes to Chicago or St. Louis for inspection of leading libraries in those centers. In part, too, the object was to impart some "feel" of the active front; and although, as for practice work, no course credit was involved, all students were expected to join in the journeys and for the most part did so gladly. Ordinarily two members of the faculty accompanied a group for instruction, guidance, chaperonage, emergencies, and what not. (p. 24)

His comments, and the comments of the other faculty members as recorded in the minutes of more than 50 faculty meetings, were mostly positive (19). Meeting discussions ranged from granting absences from the trip or waiving the requirement in special circumstances to long and detailed discussions about the advisability of having such a program. Positive or neutral asides that were recorded at the meetings are too numerous to list here; the negative comments are discussed below.

The major discussions of the faculty usually preceded the formation of certain committees whose subsequent recommendations sometimes provoked additional discussion. The first committee to address the issue of the visits was the Observation Manual Committee. Although the revised "manual" was originally planned for summer session students who could not travel with the group and who would need additional guidance, it was, according to the meeting minutes, to be used on a trial basis for the Spring 1938 trips. The committee consisted of Mildred E. Singleton, Errett W. McDiarmid, and Ethel Bond, who was the chairperson. It was formed, carried out its task, and was disbanded in Fall 1937. These instructions, which were appended to the minutes, are the only official guidelines located for the University of Illinois Library School inspection visits.[37]

The Committee on Extra-Curricular Activities was involved with the evaluation of the program three years later, submitting its report in March 1941.[38] While the committee supported the idea of the visits, it recommended that more pre-visit preparation on the part of the students be encouraged and more thought be put into the choice of institutions

visited. There is no proof that the committee was influenced by the Williamson report, but its suggestion that students acquaint themselves with local libraries and their practices in order to "provide experience in visiting libraries, and to serve as a basis for comparative studies of all institutions visited" (19, 3/3/41, appended report of 3/3/41) is very similar to Williamson's recommendation that exposure to local institutions would allow for travel "with seeing eyes" (39, p. 68).

The last major and most damaging faculty meeting contribution on the topic of inspection visits was made not by a committee but by a single member, Errett W. McDiarmid, who led groups in 1938, 1939, and 1941. In 1943, he presented several reasoned arguments (discussed below) that likely contributed to the program's demise five years later.

Evaluation of the Program by Students

Several hundred students took part in the annual trips between 1895 and 1948. Unfortunately, the required student reports of the visits, like other ephemeral student writings, are not preserved in archives. A few student remarks about the school on the occasion of its 50th anniversary were found among other archival material (2, 3), but the only noteworthy remarks regarding the visits were found in Library School publications honoring the school's 75th and 100th anniversaries (4, 5). Of course, this sample of twelve students is not representative of the entire group. Their comments are consistently positive or anecdotal, which is not surprising, given the nature of the books.[39] Nevertheless, several evaluative, rather than strictly descriptive, statements were made. For instance, Rudolph Gjelsness, a student between 1917 and 1920 who went on the St. Louis trip of 1920, believed that it "was a rewarding experience to see practicing librarians and to hear them explain the functions and procedures of their departments or libraries....It gave us an understanding of the nature of the operations which supported various kinds of library services" (4, p. 47). One example of a student's choice of specialization having been influenced by a visit is the case of Bill Woods, who later became the executive director of the Special Libraries Association, taught at Drexel University, and was the executive director of Engineering Index, Inc.—a special librarian for most of his career. Woods specifically related that he gained his first real exposure to a special library, that of the Wisconsin National Bank in Milwaukee, during the Wisconsin trip of 1947 (4, p. 112).

Discontinuation of the Program

If the reasons for the inspection trips were so convincing, and the perceptions of those who took part in them so positive, why was the requirement dropped? At several points in the history of the program, certain

problems indicated that the sequence of trips should be interrupted or permanently discontinued.

As early as 1899, the continuation of the annual trips appears to have been in doubt, however temporarily. An unsigned article in *The Illini*, a newspaper of the University of Illinois, described the early history of the Library School in Chicago and Urbana under Sharp and included a paragraph about the visits (38, p. 235). Mentioned was the practice of visiting one library per week before the school moved to Urbana, and the subsequent arrangement of a week's visit to Chicago institutions in 1898:

> It is doubtful if these visits will be repeated, at least in the same way. The plan now is to have a member of the staff thoroughly revise the library school notes, on a much more thorough basis, and to keep these up to date. These will be supplemented by photographs and models, if possible, and will be made the basis of comparative study of principles at the University during the junior year. This will give the students a clearer idea of details, and it will relieve librarians of the task of minute explanations which they have so graciously repeated for several years. If it seems best, later, the seniors may visit Chicago to study broad questions, and to obtain final material for their theses.

Two reasons for changing the practice are presented: (1) to provide students with a more detailed approach to a comparative study of the principles of librarianship, and (2) to ease the burden of repeated explanations from the host librarians. As the itineraries and school catalogs show, the trips continued for many years.

The possibility of interrupting the program was discussed again during the Depression. In 1932, shortly after the banks of Champaign and Urbana had closed, a faculty meeting was called for the purpose of discussing "the omission of the Inspection Trip" (19, 1/26/32, p. 1). Margaret Gramesly, the instructor of the course in Library Administration (at that time Course 34), was consulted about the problems such an expensive undertaking might pose to the students. She replied that, at the suggestion of a student, an informal vote was taken in class and that, "[e]ven though the banks had failed and there was considerable discussion in the study halls as to the serious financial difficulties of many of the students the great majority of the class voting in this informal way showed a desire that the Inspection Trip be taken." A vote was taken, and at the next faculty meeting, also called in order to discuss the trip, it was decided to provide three itineraries (19, 2/3/32, p. 1),

> [t]wo long ones, one to St. Louis and one possibly to Indianapolis-Cincinnati-Dayton, and one short trip for those students who could

> not finance a longer trip. The itinerary of the short trip should probably cover Decatur and Springfield and is to be supplemented by visits to libraries of Urbana and Champaign. Reports on all three trips will be required as usual.

The following year the problem was brought up briefly at a meeting (19, 11/3/32, p. 2), but the general opinion toward the trips was favorable. Thus, even in difficult times, it was seen to be a worthwhile activity.

Serious problems with the program were raised a few years later. The faculty discussed several issues at a faculty meeting in March 1940 (19, 3/4/40, pp. 1-2):

> Announcement was made that Miss Krieg [the School's secretary] had added Inspection Trip to the special assignments section of the statistical blank for those instructors who had charge of groups. The charge of a group of students on Inspection Trips is really a piece of work for which instructors should be given due credit. It is advised that a committee be appointed to study the problem of the Inspection Trip another year. In the past, just one itinerary was planned. At present, the planning of three itineraries takes practically full time of the office for a month. With so many groups, each Faculty member is called on about every alternate year to take charge of an Inspection Trip group. Some libraries are beginning to show that they are not entirely happy over the constant visiting. Various methods of changing the Inspection Trip were discussed, but the only point on which there seems to be any unanimity of feeling was that five days of visiting was plenty.

Some of these issues likely contributed to the eventual discontinuation of the program. It was thought that there was too much of a burden on the individual faculty members in charge of the groups, that the host librarians were showing signs of fatigue, and that making the arrangements was too time consuming for the office staff. Certainly some of these problems had to be addressed.

The committee responsible for the investigation, the Committee on Extra-Curricular Activities (actually a misnomer, since the visits were a required element of the curriculum), was reminded of its duties at a faculty meeting early the next semester (19, 9/26/40, pp. 1-2):

1. Should we continue having three itineraries, which means that instructors must be called upon to conduct inspection trip groups practically every second year?
2. Are we really welcome in the libraries we visit year after year?

After working on the problems, the committee solicited opinions of the other faculty at the meeting of December 20, 1940, and by March 3, 1941, had submitted a formal proposal for changes in the program (see

Appendix C). The changes included increased observations of local libraries and discouraged unprepared visits to distant libraries. Still, the program was intact and actually seemed to have been better organized than ever before.

Despite the newly proposed plans, the existence of the program in its present form was questioned again at a faculty meeting in January 1942 (19, 2/7/42, pp. 3-5). After much discussion at this meeting and the next (19, 2/11/42) about the problems the war posed to the library school, it was decided to provide a scaled down trip. Instead of visiting institutions in three groups as the school had done in many of the preceding years (in 1940 they visited 93 libraries or businesses, in 1941 they visited 69),[40] the students all went to Chicago and surrounding areas where they were divided into two groups and visited a total of only 23 sites.

Apparently the war-related difficulties were too much to overcome during the next year. A temporary break in the sequence of annual trips occurred in Spring 1943. In October of that academic year, Professor McDiarmid stated that, "it was obvious that there could not be an Inspection Trip of the same kind as in previous years" (19, 10/14/42, pp. 3-4) and offered suggestions for paring the visits to a manageable size. His suggestions were formally presented to the faculty on January 11, 1943.[41] He believed that it seemed "desirable to give up the idea of travel for the Library School, either as a group or as individuals" (19, 2/10/43, appended memo of 1/11/43). Obstacles to the continuation of the program included numerous difficulties related to transportation, especially during the war, the time-consuming nature of the trips, and the major imposition the trips were on the host libraries and their staffs. McDiarmid's memo presented the strongest case against the program. Spring 1943 saw no out-of-town trips but rather visits to the libraries in Urbana and Champaign and primarily to those of the University of Illinois (19, 3/31/43). Inspection visits did take place in each of the next five years, but not on the scale of the late 1920s and 1930s.[42] The trips were coming to an end, even though the last annual trip of 1948 was reported to have "passed satisfactorily" by the group's leader, Herbert Goldhor (19, 4/6/48, p. 1).

Given the frequency of the inspection visits as a topic at the faculty meetings, it is surprising that no explicit statement regarding the discontinuation of the required visits could be found in the meeting minutes. Nor is the change expressly mentioned in the Library School *Announcements* of the period; the trips are simply not mentioned again

after 1947-1948 when they appear for the last time as course "99" (8, 1947-48, p. 18). At that time, however, the school's curriculum was undergoing several major changes. In anticipation of offering two new degrees, a fifth-year master's degree and the Doctor of Library Science (both introduced in the academic year 1948-49), the faculty had been revising the curricula for at least two years prior to the last inspection trip (8, 1948-49). It is from the "First Draft of Outline for Library School Doctoral Program" (which covers courses for nondoctoral students as well[43]) that the only explicit statement regarding the fate of the visits could be found (20):

> The field trip now held in the second semester for the first-year students will be dropped completely, though balanced in part by the fact that visits to (and possibly even laboratory work in) the University Library and local public and school libraries are to be included in or given—without credit—as a supplement to the undergraduate Library School courses, and in part possibly by the inclusion (in the expanded colloquia series) of appropriate visits of intensive inspection to relevant and appropriate organizational units of these libraries, e.g., the binding department.

In summary, there were a number of difficulties associated with the administration of the program. It seems likely that it was halted due to some or all of the following:

1. increased enrollment;
2. inconvenience of making the many arrangements
   a. for transportation,
   b. for housing, and
   c. with host libraries and librarians;
3. demands on the faculty members' schedules;
4. demands on the students' schedules;
5. costs to the students; and
6. the introduction of two new degree programs, which occupied much of the time of the administration, faculty, and staff and which shifted the focus away from the Bachelor's program.

CONCLUSION

The inspection program at Illinois was probably the most extensive such activity of any library school at any time. It was highly valued by students and faculty and provided many tangible and intangible benefits; the decision to discontinue the program had much to do with an unwieldy administrative burden. It has been the purpose of this project to draw attention to an almost unknown facet of early library education in the United States. No attempt has been made to draw conclusions about the

role of site visits in recent library education. However, an argument could be made that future librarians should be exposed physically to a wider range of information settings, especially in an era so richly populated by libraries and information centers and in a society in which information and access to it are so highly valued. By formal or informal means, students should do more than read about libraries, consult electronic catalogs, and gain access to texts by means of virtual libraries. At the end of the twentieth century, it can be useful to reexamine the earlier practices of a prominent library school. The reasons for site visits by library school students in the early decades of this century are perhaps even more valid today.

APPENDIX A. STATISTICAL SUMMARY

The statistical data have been gathered from primary sources referred to in Table 1 and cited in the Bibliography. Because certain kinds of information are not to be found in the existing printed itineraries and other sources, some estimates have been made and have been explained in footnotes. "Unit" refers to libraries, departments, branches, binderies, and other institutions listed as separate destinations in the itineraries. School libraries include those located in schools but operated by public library systems.

1. Years of Unit Visits for which Documentation Exists
(For source citations, see bibliography.)

Year	*Source*	*Year*	*Source*
1895	27	1905	18
1896	22, 28	1913-32	21
1897	23	1933	19, 2-17-33
1898	24	1934-42	21
1900	25	1944-48	21
1901	26		

2. Summary

Total number of unit visits	*1,220 (1,467[a])*
Number of different units	476
Number of different unit types	32
Number of states visited	6
Number of cities visited	58
Number of years during which trips took place	53
Number of days on which visits took place	221 (280[b])
Number of hotels used as headquarters	49
Number of host librarians or other officials	369

3. Individual Units Visited, by Type, for Entire Period

Library Type	*Number Visited*
Academic libraries, total	221
Art	13
College	34
Seminary	11
University	156
no distinction	7
Public libraries	405
Research	52
School (including 2 school/junior college)	96
Blind users	5
Deaf users	5
Special libraries (nonacademic), total	181
Art	18
Association	57
Bank	12
Botany	13
History	20
Law	14
Medical	16
Museum	12
Newspaper	18
Science	1
State libraries, total	60
General or depts.	56
Law	4
Library Schools	7
Library suppliers	9
Binderies	62
Bookstores	7
Engravers	2
Printers/Publishers	42
Type not specified	9

4. Total Units Visited, by State

State	*Number Visited*
Illinois	658
Indiana	75
Michigan	58
Missouri	156
Ohio	164
Wisconsin	109

5. Total Unit Visits, in Descending Order, by City

City	*No. of Units*	*City*	*No. of Units*
Chicago, IL	369	Bloomington, IN	2
St. Louis, MO	140	Champaign, IL	2
Springfield, IL	97	Crawfordsville, IN	2
Cincinnati, OH	83	Eden Park, OH	2
Evanston, IL	70	Hines, IL	2
Indianapolis, IN	58	Normal, IL	2
Milwaukee, WI	51	River Forest, IL	2
Madison, WI	44	Wheaton, IL	2
Detroit, MI	34	Yellow Springs, OH	2
Cleveland, OH	31	Bexley, OH	1
Jacksonville, IL	28	Dearborn, MI	1
Decatur, IL	27	Elgin, IL	1
Rockford, IL	18	Freeport, IL	1
Ann Arbor, MI	17	Gary, IN	1
Cleveland Hghts, OH	15	Glencoe, IL	1
Dayton, OH	15	Greencastle, IN	1
Oak Park, IL	12	Harvey, IL	1
Forest Park, MO	11	Highland Park, IL	1
Urbana, IL	9	Hinsdale, IL	1
Columbus, OH	8	La Grange, IL	1
Bloomington, IL	5	La Salle, IL	1
Kalamazoo, MI	6	Lake Forest, IL	1
Kenosha, WI	6	Lisbon, OH	1
Muncie, IN	6	Oxford, OH	1
Beloit, WI	5	Racine, WI	1
Columbia, MO	5	Springfield, OH	1
Evansville, IN	5	Toledo, OH	1
Winnetka, IL	4	Waukesha, WI	1
Ivorydale, OH	3	Whitewater, WI	1

6. Number of Units Visited;
Number of Days on which Visits Took Place, by Year

Year	*Units*	*Days*	*Year*	*Units*	*Days*	*Year*	*Units*	*Days*
1895	9	9[96]	1913	14	5	1931	85	7
1896	11	9[91]	1914	19	5	1932	65	5
1897	6	6[91]	1915	15	5	1933	51	6[47]
1898	16	7	1916	19	5	1934	54	6
1899	16[88]	6[89]	1917	14	5	1935	62	6
1900	25	7	1918	7	2	1936	56	6
1901	18	6	1919	23	5	1937	62	2
1902	16[55]	6[54]	1920	18	5	1938	60	6
1903	16[55]	6[54]	1921	17	5	1939	87	6
1904	16[55]	6[54]	1922	20	5	1940	93	6
1905	17	5	1923	16	5	1941	69	5
1906	16[55]	5[54]	1924	18	5	1942	23	5
1907	16[55]	5[54]	1925	16	5	1943	[no trip]	
1908	16[55]	5[54]	1926	20	5	1944	11	3
1909	16[55]	5[54]	1927	24	6	1945	14	5
1910	16[55]	5[54]	1928	20	5	1946	17	5
1911	16[55]	5[54]	1929	21	6	1947	21	7
1912	16[55]	5[54]	1930	42	5	1948	16	4

7. Inspection Visit Destinations, by Date
(Cities are separated by commas, states by semicolons; for years with more than one student group, the individual groups' destinations are separated by vertical lines.)

Year	*Destinations*
1895	Chicago, Evanston, Oak Park, Wheaton, IL; Milwaukee, WI
1896	Chicago, Evanston, Oak Park, Wheaton, IL
1897	Chicago, Evanston, IL; Milwaukee, WI
1898	Chicago, Evanston, Oak Park, IL
1900	Chicago, Evanston, Oak Park, Springfield, IL
1901	Chicago, Evanston, Oak Park, Springfield, IL
1905	Chicago, Freeport, Rockford, IL; Beloit, WI
1911	Chicago and vicinity.[30]
1912	St. Louis and vicinity.[30]
1913	Chicago, Evanston, Oak Park, IL
1914	Jacksonville, Springfield, IL; Forest Park, St. Louis, MO
1915	Chicago, Evanston, Oak Park, IL
1916	Decatur, Springfield, IL; Forest Park, St. Louis, MO
1917	Chicago, Elgin, Oak Park, IL
1918	Chicago, Decatur, Springfield, IL
1919	Chicago, Evanston, Oak Park, IL
1920	Decatur, Springfield, IL; Forest Park, St. Louis, MO
1921	Chicago, Evanston, Oak Park, IL
1922	Decatur, Springfield, IL; Forest Park, St. Louis, MO
1923	Chicago, Evanston, IL
1924	Decatur, Springfield, IL; Forest Park, St. Louis, MO
1925	Evanston, Chicago, IL
1926	Decatur, Springfield, IL; Forest Park, St. Louis, MO
1927	Chicago, Evanston, IL
1928	Decatur, Springfield, IL; Forest Park, St. Louis, MO
1929	Chicago, Evanston, IL
1930	Decatur, Springfield, IL; Forest Park, St. Louis, MO | Indianapolis, IN; Cincinnati, Dayton, OH
1931	Bloomington, Rockford, IL; Beloit, Kenosha, Madison, Milwaukee, Racine, Whitewater, WI | Chicago, Evanston, IL | Gary, IN; Ann Arbor, Dearborn, Detroit, Kalamazoo, MI; Toledo, OH
1932	Jacksonville, Springfield, IL; Forest Park, St. Louis, MO | Indianapolis, IN; Cincinnati, Dayton, Ivorydale, OH | Bloomington, Champaign, Jacksonville, Rockford, Springfield, Urbana, IL
1933	Bloomington, Rockford, IL; Beloit, Kenosha, Madison, Milwaukee, Racine, Whitewater, WI | Chicago, Evanston, IL
1934	Lake Forest, Rockford, IL; Beloit, Kenosha, Madison, Milwaukee, WI | Chicago, Evanston, Highland Park, IL
1935	Crawfordsville, Indianapolis, IN; Cleveland, Cleveland Heights, OH | Jacksonville, Springfield, IL; Forest Park, St. Louis, MO
1936	Chicago, Evanston, Winnetka, IL | Indianapolis, IN; Cincinnati, Eden Park, OH
1937	Rockford, IL; Kenosha, Madison, Milwaukee, WI | Decatur, Springfield, IL; Forest Park, St. Louis, MO

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1938	Chicago, Evanston, Winnetka, IL | Indianapolis, IN; Cincinnati, Eden Park, Ivorydale, OH
1939	Ann Arbor, Detroit, Kalamazoo, MI | Rockford, IL; Kenosha, Madison, Milwaukee, WI | Springfield, IL; Columbia, Forest Park, St. Louis, MO
1940	Chicago, Evanston, Winnetka, IL | Cleveland, Cleveland Heights, OH | Bloomington, Evansville, Indianapolis, Muncie, IN
1941	Bexley, Columbus, Dayton, Lisbon, Springfield, Yellow Springs, OH | Crawfordsville, Indianapolis, IN; Cincinnati, Ivorydale, Oxford, OH | Jacksonville, Springfield, IL; Forest Park, St. Louis, MO
1942	Chicago, Evanston, Harvey, Hinsdale, La Grange, La Salle, Normal, Oak Park, River Forest, Rockford, Winnetka, IL.
1943	[Champaign, Urbana, IL[31]]
1944	Jacksonville, Springfield, IL.
1945	Chicago, Oak Park, River Forest, IL.
1946	Greencastle, Indianapolis, IN | Chicago, IL.
1947	Glencoe, Hines, IL; Milwaukee, Waukesha, WI | Chicago, IL.
1948	Chicago, Hines, Normal, IL.

8. Lengths of Visits

8a. Summary

Shortest visits 15 min. (12 unit visits)
Longest visits 4 hrs. (for each of 5 different units). For visits to headquarters and branches of a few public libraries in some years, an entire day would be reserved.

8b. Number of Unit Visits by Duration of Visit (Visits for which timings are available)

Unit visits	*Duration*
58	15 to 29 min.
206	30 to 44 min.
181	45 to 59 min.
182	1 hr. to 1 hr. 29 min.
98	1 hr. 30 min. to 1 hr. 59 min.
79	2 hrs. to 2 hrs. 29 min.
23	2 hrs. 30 min. to 2 hrs. 59 min.
26	3 hrs. to 3 hrs. 29 min.
2	3 hrs. 30 min. to 3 hrs. 59 min.
5	4 hrs.
345	no timings available

8c. Average Visit Length by Unit Type

Library Type	*Hours*
Academic libraries	
Art	0.88
College	1.07
Seminary	0.57
University	1.10
(no type specified)	0.83
Public libraries	1.13
Research libraries	1.69
School libraries	
(including 2 school/junior college)	0.70
Special libraries (nonacademic)	
Art	1.17
Association	0.93
Bank	0.93
Blind users	0.66
Botany	1.38
Deaf users	0.63
History	1.04
Law	0.63
Medical	0.75
Museum	0.79
Newspaper	0.99

State libraries	
General or depts.	1.10
Law	1.38
Library Schools	0.95
Library suppliers	0.81
Binderies	1.45
Bookstores	0.75
Printers/Publishers	1.71
Overall average visit length, based on the 860 unit visits for which timings are available	1.08

9. Cost Estimates per Student (according to school catalogs)

Years		*Fee*
1898-1909		$25
1910-1911	(Juniors)	$12
	(Seniors)	$25
1911-1912		$25
1913-1917		$20
1921-1946		$30
1946-1947		$35
1947-1948		$40

10. Faculty Participation
Name (number of annual trips; total number of unit visits); years of participation

Faculty Name	*Years of Participation*
Frances I. Ambuhl (1; 20)	1929
Ethel Bond (12; 253)	1916, 1917, 1919, 1921, 1922, 1924, 1930, 1931, 1932, 1935, 1938, 1945
Anne M. Boyd (10; 195)	1920, 1923, 1925, 1926, 1927, 1928, 1931, 1936, 1940, 1944
Katherine Brose (1; 19)	1930
Mary L. Bull (1; 35)	1937
Nancy E. Burham (2; 37)	1947, 1948
John S. Cleavinger (4; 71)	1920, 1921, 1922, 1923
Ruth Crossman (1; 43)	1940
Florence R. Curtis (1; 18)	1919
Anna P. Durand (2; 42)	1930, 1931
Emma Felsenthal (1; 18)	1924
Herbert Goldhor (2; 37)	1947, 1948
Margaret A. Gramesley (7; 158)	1925, 1926, 1928, 1929, 1930, 1931, 1932
C. Irene Hayner (1; 31)	1939
Herman H. Henkle (1; 26)	1937
Marie M. Hostetter (6; 156)	1927, 1928, 1931, 1934, 1935, 1942
Josie B. Houchens (1; 15)	1915
Mary R. Kinney (5; 144)	1936, 1938, 1940, 1941, 1942
Guy R. Lyle (1; 27)	1936
Errett W. McDiarmid (3; 75)	1938, 1939, 1941
Dorothy Parrish (1; 22)	1941
Rose B. Phelps (3; 68)	1929, 1939, 1941
Ernest J. Reece (2; 34)	1915, 1916
Mildred Singleton (4; 107)	1932, 1934, 1937, 1940
Olga Skartvedt (1; 33)	1931
Gwladys Spencer (1; 11)	1946
Lewis F. Stieg (3; 42)	1944, 1945, 1946
Evalene K. Sullivan (1; 23)	1930
Sabra W. Vought (1; 13)	1917

APPENDIX B. OFFICIAL GUIDELINES FOR STUDENT VISITS

The following are the guidelines for the use of students during and after their visits to libraries and other institutions as recommended by the "Committee on the Observation Manual" to the faculty at the faculty meeting of October 13, 1937 (19).

University of Illinois Library School
Urbana, Illinois
Directions for Visits to Libraries

Each year, students registered in the Library School are required to visit libraries, book binderies, bookstores, and printing establishments in nearby cities. Students who complete the Library School course in the sumner [sic] are expected to fulfill this requirement before registration in Library Science 33b. Since the regular trip takes a week of the student's time and costs about $30.00, those attending summers MAY have to devote an equal amount of time and money in order to visit a satisfactory group of libraries.

A written report must be presented, including:

(1) Names of libraries and establishments visited, by types, with a special feature of each
(2) A five hundred word description of one library, stressing organization and administration
(3) A five hundred to a thousand word description of one type of library work, comparing its operation in the different libraries visited, e.g., publicity, catalog department, inter-library loan

Types of Libraries to be Visited

I. Libraries
   - A. Public
     1. Large
        - a. Central library
        - b. Branches (any two types): Separate building, school, storeroom or adaptation
     2. Small
   - B. University
     1. Central library
     2. Departmental libraries (two)
   - C. College (two): Junior college, four-year college, teachers college
   - D. School (two). Elementary, junior high school, high school, special types
   - E. Special libraries (any three types): Business, technical, legal, municipal reference, etc.

II. Commercial establishments of interest to librarians (any two types): Book binderies, bookstores, printing establishments, library supply companies, etc.

Points for Observation of Libraries

I. Administration
   A. Type and size of library
   B. Objectives of the library
      1. Character of the library (popular, scholarly, etc.)
      2. Community served
      3. Relation to other libraries in the community
   C. The collection
      1. Materials
         a. Major (books, periodicals, documents)
         b. Minor (pamphlets, clippings, maps, manuscripts, music, etc.)
   D. Personnel
      1. Number, professional and clerical
      2. Distribution of work
      3. Specialization of staff
      4. Privileges of staff; study, vacation, etc.

II. Organization of the library
   A. General: Centralized, decentralized (departmentalized by subject), combination (partially departmentalized by subject)
   B. Division of work: Acquisition, preparation, work with the public (loan, reference, extension, etc.), combinations of departments

III. Administration and organization of a department
   A. Work of the department
   B. Personnel, professional and clerical
   C. Materials (books, equipment, etc.)
   D. Distribution of work
   E. Policies and objectives
   F. Routines
   G. Special services: Information, inter-library loan, photostating, bibliographic service, instruction in use of catalog, etc.

IV. Building
   A. General plan
   B. Location of departments with reference to other departments
   C. Provision for supervision of readers
   D. Equipment: For book collection, for readers, for publicity, for work rooms, for rest and recreation
   E. Provision for special study and research
   F. Provision for future expansion

APPENDIX C. REPORT OF THE COMMITTEE ON EXTRACURRICULAR ACTIVITIES (19, 3/3/41)

Report of the Committee on Extracurricular Activities
March 3, 1941

The Faculty Committee on Extracurricular Activities offers the following recommendations for inspection trips: (The Committee believes that not all recommendations need be initiated this spring.)

I. That we plan for two types of inspection trips to libraries and other institutions of library professional interest:
   1) on the Campus of the University of Illinois and in the local community; and
   2) outside this community.

II. That we organize visits in the immediate vicinity to provide some experience in visiting libraries, and to serve as a basis for comparative studies of all institutions visited.

III. That visits in the local community include planned inspection of:
   1. the main University Library; libraries on the Campus.
   2. choice of two special libraries on the Campus.
   3. one school library.
   4. one small public library.
   5. one newspaper or printing shop.

IV. That visits outside the local community be planned:
   1. to contribute to comparative studies of all types of libraries.
   2. to supplement types of library services not available in the local community.

V. That visits outside the local community be controlled for the individual student.
   1. by reducing the number of visits to libraries to:
      a. a maximum of four visits a day.
      b. not more than one library of a type.
   2. by providing for choice of libraries by posting at least ten days before inspection trip itineraries of the trips in the form of charts for signatures.
   3. by providing for visits not planned for the group as a whole when special circumstances justify this arrangement;
   4. by requiring a maximum of three visits a day for the student for whom special visits are planned.

VI. That there be improved preparation in guidance on the part of the instructor in charge of the trip by:
   1. close contact with plans for the trip throughout their development.
   2. collecting information about the libraries to be visited.
   3. meetings with students to give them some assistance in knowing what and how to observe, how to make comparisons, and how to write reports.

VII. That the visits to libraries be integrated as fully as possible with instruction in Library School.

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VIII. That correspondence with the host obtain his statements of problems peculiar to the individual library as a basis for organizing the visit; and that the host and library guides realize that it is impossible to observe all the library's services.

IX. That correspondence about arrangements for the trip should be concentrated in the office of the Assistant Director, and that ample secretarial assistance should be provided.

X. That recognition of courtesies of hosts should be made by:
1. the Director of Library School.
2. the students representing the first year class during and/or following the inspection trip.

XI. That for a few years we experiment with the length and content of inspection trips:
1. one year, special emphasis on local libraries and one or two short trips to neighboring libraries: possibly one day in Springfield, or one-half day at Normal State University, or two days in Indianapolis.
2. another year, following the visits to local libraries, the whole class to visit libraries in one city in two groups: one group to visit local libraries the first part of the week, visiting Chicago, for example, the latter part of the week when the second group returns from its visit to Chicago. Visits of the two groups on the Campus and to Chicago are thus rotated.
3. another year, to build on experience and knowledge gained through local trips, the class may be divided between two larger cities for about two days.

[signed:] Mildred E. Singleton
Marie M. Hostetter, Chairman

APPENDIX D. ERRETT McDIARMID'S MEMORANDUM OF JANUARY 11, 1943 (19, 1/11/43)

January 11, 1943

To the Faculty of the Library School:

I would like to report to you some aspects of the problem raised by our annual inspection trip visit.

1. Chartered busses are not available, unless special permission is granted after a petition to the Federal Security Administration. The Library School would have to make a strong plea for permission to use chartered busses, but if such a plea were granted, equipment would be available.
2. The usual transportation facilities could be utilized. If, for example, we decided to go to Chicago or Indianapolis on a certain date, enough equipment would be put on to handle the group. Transportation within the city would have to be by the usual facilities.
3. Here is the action of other University departments which utilize the inspection trip:
   a. Professor Shelford in Zoology bought a station wagon, which adequately served his small group.
   b. Engineering—Inspection trips abandoned. No substitute provided.
   c. Landscape Architecture—No action yet. Trips will probably be called off.
   d. Physical Education—No action yet. Trip will probably be cancelled. If so, there will probably be no substitute.

It seems desirable to give up the idea of travel for the Library School, either as a group or as individuals. If this reflects the wishes of the faculty the next question is "What shall be done in place of the trip—if anything?" As I see the possibilities, they are:

1. Provide no substitute for the trip and give up the idea entirely. One argument for such a course is the fact that there will be no spring vacations, and hence, more than the usual number of class hours would have to be given up to provide for a "trip" or a substitute.
2. Provide for several days of directed observation and/or experience in the libraries of the twin-cities. This would involve
   a. Giving up several class hours.
   b. Supervision and direction by most if not [p. 2] all of the faculty, if such experience is to be really fruitful.
   c. Considerable time and effort on the part of the staffs of the cooperating libraries. In talks with such people, all express a willingness to cooperate, most believe that the students would profit, but few believe that such a procedure would result in any benefits to the cooperating libraries.
3. Leaving to each instructor the problem of arranging for whatever observation and experience is deemed desirable for the course. In some courses, there might be no interruption of the class schedule. In others, there might be certain hours of practical experience or directed observation. All activities could be cleared through the Library School office to avoid duplication.

4. Dismiss all classes for a week and have each student do individual study under the guidance of her faculty advisor. This might be made similar to #2 above by combining with the study period, some observation and/or experience in the libraries of the community.

We should reach a decision soon in order that we may take early action along whatever course seems best. The above is presented to stimulate your thinking on the matter, and with the hope that at our next meeting we can decide what course will be best for the school.

Sincerely yours,
[signed:] E.W. McDiarmid
Assistant Director

APPENDIX E. CHRONOLOGICAL LIST OF UNIT VISITS, 1932

The following list of unit visits has been limited to the three separate trips taken during the same week in 1932, a sample year (21, 1932). Because not all types of data are available for each record, some entries are incomplete. Note that Groups 2 and 3 departed Urbana as a combined group before splitting into two groups with separate itineraries.

Group 1: Ethel Bond, Faculty Participant

03/21/32 **Indiana State Library**
Indianapolis, IN; *Visit length:* 1 hr.; *Type:* state; *Host:* Louis J. Bailey

Indianapolis Public Library (unnamed branches)
Indianapolis, IN; *Visit length:* 2 hrs., 30 min.; *Type:* public; *Host:* L.I. Dickerson

03/22/32 **Indianapolis Public Library, Business Branch**
Indianapolis, IN; *Visit length:* 45 min.; *Type:* public

Indianapolis Public Library, Teachers' Special Branch
Indianapolis, IN; *Visit length:* 45 min; *Type:* public

Indianapolis Public Library
Indianapolis, IN; *Visit length:* 2 hrs.; *Type:* public

03/23/32 **Cincinnati Public Library**
Cincinnati, OH; *Visit length:* 2 hrs., 30 min.; *Type:* public; *Host:* Chalmers Hadley

Cincinnati Public Library, Public Documents Division
Cincinnati, OH; *Visit length:* 45 min.; *Type:* public

American Book Company
Cincinnati, OH; *Visit length:* 1 hr.; *Type:* printer/publisher

Cincinnati Public Library, Stowe Branch (colored)
Cincinnati, OH; *Visit length:* 45 min.; *Type:* public; *Host:* Hattie Walker

Cincinnati Public Library, Cheviot Branch
Cincinnati, OH; *Visit length:* 45 min.; *Type:* public; *Host:* Ruth Speer

Cincinnati Public Library, Dayton St. Branch
Cincinnati, OH; *Visit length:* 45 min.; *Type:* public; *Host:* Mary O'Connor

Cincinnati Public Library, Westwood Branch
Cincinnati, OH; *Visit length:* 45 min.; *Type:* public; *Host:* Miriam Krom

Cincinnati Public Library, Library Extension Dept.
Cincinnati, OH; *Visit length:* 45 min.; *Type:* public; *Host:* Lillie Wulfekoetter

03/24/32 **Young Men's Mercantile Library Association**
Cincinnati, OH; *Visit length:* 30 min.; *Type:* special (association); *Host:* Natalie B. Dohrmann

Procter & Gamble Co. Library
Ivorydale, OH; *Visit length:* 30 min.; *Type:* special (corporation); *Host:* Grace Stowell

Cincinnati Art Museum Library
Cincinnati, OH; *Visit length:* 1 hr., 45 min.; *Type:* special (art); *Host:* Eugenia Raymond

Walnut Hills High School Library
Cincinnati, OH; *Visit length:* 30 min.; *Type:* school; *Host:* Helen Carson

University of Cincinnati Library (& unnamed depts.)
Cincinnati, OH; *Visit length:* 2 hrs.; *Type:* academic (university); *Host:* Edwin A. Henry

Hebrew Union College Library
Cincinnati, OH; *Visit length:* 1 hr.; *Type:* academic (college); *Host:* Walter Rothman

03/25/32 **McCall Company**
Dayton, OH; *Visit length:* 1 hr.; *Type:* special (corporation)

Dayton Public Library, Ohmer Bookwagon
Dayton, OH; *Visit length:* 30 min.; *Type:* public (bookmobile)

Dayton Public Library, Electra C. Doren Branch
Dayton, OH; *Visit length:* 30 min.; *Type:* public

Dayton Public Library
Dayton, OH; *Visit length:* 1 hr., 30 min.; *Type:* public; *Host:* Paul N. Rice

Brown School Library
Dayton, OH; *Visit length:* 30 min.; *Type:* school

Dayton Public Library, Dayton View Branch
Dayton, OH; *Visit length:* 1 hr.; *Type:* public

GROUPS 2 AND 3; Margaret A. Gramesly, Faculty Participant

03/21/32 **Lincoln Library (and unnamed branches)**
Springfield, IL; *Type:* public; *Host:* Martha Wilson

Illinois State Library, General Library Division
Springfield, IL; *Type:* state; *Host:* Harriet M. Skogh

Illinois State Library, Library Extension Division
Springfield, IL; *Type:* state; *Host:* Anna M. Price

Illinois State Library, Archives Division
Springfield, IL; *Type:* state; *Host:* Margaret C. Norton

Illinois State Historical Library
Springfield, IL; *Type:* special (history); *Host:* Paul Angle

Illinois State Library, Museum Division
Springfield, IL; *Visit length:* 1 hr.; *Type:* state; *Host:* Arthur S. Coggeshall

03/22/32 **MacMurray College Library**
Jacksonville, IL; *Visit length:* 45 min.; *Type:* academic (college); *Host:* Ellen Creek

Jacksonville Public Library
Jacksonville, IL; *Visit length:* 45 min.; *Type:* public; *Host:* Charlotte Ryan

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Illinois College Library
Jacksonville, IL; *Visit length:* 45 min.; *Type:* academic (college); *Host:* Jessie Jenks

Jacksonville High School Library
Jacksonville, IL; *Visit length:* 30 min.; *Type:* school; *Host:* Lillian Havenhill

New Method Book Bindery
Jacksonville, IL; *Visit length:* 1 hr., 15 min.; *Type:* bindery; *Host:* W.T. Suhy

Illinois State School for the Blind, Library
Jacksonville, IL; *Visit length:* 30 min.; *Type:* special (for the blind); *Host:* Frances Moon

Illinois State School for the Deaf, Library
Jacksonville, IL; *Visit length:* 30 min.; *Type:* special (for the deaf); *Host:* Anne W. Jackson

Group 2, only; Margaret A. Gramesly, Faculty Participant

03/23/32 **St. Louis Public Library**
St. Louis, MO; *Visit length:* 4 hrs.; *Type:* public; *Host:* Arthur E. Bostwick

St. Louis Public Library, Stix Branch
St. Louis, MO; *Visit length:* 30 min.; *Type:* public

St. Louis Public Library, Soldan High School Library
St. Louis, MO; *Visit length:* 30 min.; *Type:* school

St. Louis Public Library, Sherman Park Branch
St. Louis, MO; *Visit length:* 30 min.; *Type:* public

St. Louis Public Library, Carpenter Branch
St. Louis, MO; *Type:* public

03/24/32 **St. Louis Mercantile Library Association**
St. Louis, MO; *Visit length:* 1 hr., 15 min.; *Type:* special (association; business); *Host:* C.E. Miller

Doubleday, Doran Book Shop
St. Louis, MO; *Visit length:* 1 hr.; *Type:* bookstore; *Host:* Guy R. Turner

Washington University Library
St. Louis, MO; *Visit length:* 2 hrs.; *Type:* academic (university); *Host:* W.H. Chenery

Missouri Botanical Gardens Library
St. Louis, MO; *Visit length:* 1 hr., 30 min.; *Type:* special (botany); *Host:* Nell Horner

03/25/32 **Woodward & Tierman Printing Company**
St. Louis, MO; *Visit length:* 1 hr., 30 min.; *Type:* printer/publisher; *Host:* Louis B. Woodward

Missouri Historical Society Library
St. Louis, MO; *Visit length:* 1 hr.; *Type:* special (history); *Host:* Stella Drumm

City Art Museum and Library
Forest Park, MO; *Visit length:* 1 hr., 30 min.; *Type:* special (art); *Host:* Mary Powell

Group 3, only; Mildred Singleton, Faculty Participant

03/22/32 **Ward Book Bindery**
Jacksonville, IL; *Visit length:* 30 min.; *Type:* bindery; *Host:* Charlotte Ryan

03/23/32 **Withers Public Library**
Bloomington, IL; *Visit length:* 1 hr., 15 min.; *Type:* public; *Host:* Nellie E. Parham

Illinois Wesleyan University, Buck Memorial Library
Bloomington, IL; *Visit length:* 45 min.; *Type:* academic (university); *Host:* Helen M. Dean

Bloomington High School Library
Bloomington, IL; *Visit length:* 30 min.; *Type:* school; *Host:* Lucy P. Williams

Public School Publishing Company
Bloomington, IL; *Visit length:* 45 min.; *Type:* printer/publisher

03/24/32 **University of Illinois, Engineering Library**
Urbana, IL; *Visit length:* 50 min.; *Type:* academic (university); *Host:* Hilda Alseth

University of Illinois, Law Library
Urbana, IL; *Visit length:* 50 min.; *Type:* academic (university); *Host:* Bernita Long

University of Illinois, Natural History Library
Urbana, IL; *Visit length:* 50 min.; *Type:* academic (university); *Host:* Charles E. Janvrin

Champaign Public Library
Champaign, IL; *Visit length:* 1 hr.; *Type:* public; *Host:* Ethel Kratz

Champaign News Gazette
Champaign, IL; *Visit length:* 1 hr., 30 min.; *Type:* special (newspaper); *Host:* M.W. Hout

03/25/32 **University of Illinois, Agriculture Library**
Urbana, IL; *Visit length:* 50 min.; *Type:* academic (university); *Host:* Mary G. Burwash

University of Illinois, Architecture Library
Urbana, IL; *Visit length:* 50 min.; *Type:* academic (university); *Host:* Fern DeBeck

University of Illinois, Band Library
Urbana, IL; *Visit length:* 1 hr.; *Type:* academic (university); *Host:* Austin A. Harding

Urbana Public Library
Urbana, IL; *Visit length:* 1 hr.; *Type:* public; *Host:* Margaret C. Johnson

University of Illinois High School Library
Urbana, IL; *Visit length:* 30 min.; *Type:* school; *Host:* Evalene K. Sullivan

REFERENCES

1. For the purposes of this paper, the use of the name "University of Illinois Library School" includes the school under its other names including the school as it existed in its earliest years at the Armour Institute in Chicago.
2. This and subsequent parenthetical numbers refer to items in the classified bibliography at the end of this paper.
3. The undated document was likely prepared at the time of the ALA Temporary Library Training Board Open Meetings in April 1924 held at the New York Public Library.
4. Catalogs after 1944 were not checked. The catalogs for this period refer to courses with varying number sequences and slightly different descriptions.
5. Catalogs for the period after 1941 were not consulted.
6. The cost had been estimated at $75 as early as the 1929-1930 academic year (32, 1929-30, p. 6); by 1940-1941 the cost was estimated at $85 (32, 1940-41, p. 6).
7. Field Practice took place in many Wisconsin institutions and revolved around a set of eight detailed, multipaged forms or "Points of Observation and Study" (36), which focused on the following areas of specialization: "Organization of Reference Work and Trade Bibliography" (4 pages), "Social Conditions of City" (4 pages), "Cataloging and Classification" (4 pages), "Library Economy" (4 pages), "Loan Administration" (8 pages), "Furniture, Fittings, and Supplies" (4 pages), "Children's Work" (4 pages), and "Book Selection" (3 pages).
8. Evidence of a few instances of releasing students from this requirement can be found in the faculty meeting minutes in general (19), but especially in the minutes for a particular meeting where students were excused from particular trips due to illness, previous familiarity with the libraries of a certain city, and other reasons. A meeting in 1922 (19, 3-24-22) seems, for the most part, to have been spent excusing students from the trip to Decatur, Springfield, and St. Louis.
9. The policy was reproduced on each of the printed itineraries between 1930 and 1947 as well as the typewritten itinerary of 1948 (21).
10. See Tables 1 and 2 of Appendix A.
11. For additional data reflecting the number of days allotted for the visits, see Table 6 of Appendix A.
12. From the handwritten academic schedules of 1894 and 1896 (27, 22), the list of visited libraries and their visit dates can be extracted.
13. An earlier "Observation Manual" had been prepared by Agnes Greer (no copy could be located), but by 1935 it was thought by the faculty to have become unsatisfactory (19, 2-22-35, p. 1). See the full text of the revised version in Appendix B.
14. For more details regarding the frequencies of visits to the various cities, see Table 5 of Appendix A.
15. Table 7 of Appendix A lists the cities visited by year.
16. The following section refers frequently to Table 3 of Appendix A, which lists the various types of visited institutions.
17. This practice was phased out in the 1940s when the program was declining.
18. See Appendix E for a list of visits for a sample year.
19. The 1947 itinerary included Chicago, Glencoe, and Hines, Illinois, as well as Milwaukee and Waukesha, Wisconsin.
20. The average is based on the 860 unit visits from which timings are available. See Tables 8a, 8b, and 8c of Appendix A for data on the lengths of the library visits.
21. Table 8b of Appendix A lists the distribution of unit visits by length.
22. See Table 8c of Appendix A.
23. The public library average visit length as presented in Table 8c of Appendix A is understated because of the numerous relatively short visits to branch libraries.
24. The weekly visits are documented in the academic schedules of 1894-1897 (26, 22, and 23).
25. Handwrtten notes labeled "Library Lectures," were concerned with the logistics of the 1895 Milwaukee trip (27, p. 6). "Milwaukee trip | Library class will visit Milwaukee public

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library on Friday, June 14, or weather preventing, on Thursday, June 20. This is a very important visit and all are expected to go. Trip will be by steamer Virginia, leaving Chicago, foot of Michigan Ave. at 9 a.m., reaching Chicago on return at 10 p.m. Round trip $1.00."

26. See Table 7 of Appendix A for a list of destinations in chronological order.
27. Table 6 of Appendix A lists the number of institutions visited each year and the total number of days spent underway.
28. Some printed itineraries show that in some years there were splinter groups that branched off of a main group in order to visit libraries of a particular type, such as school libraries. The possibility of offering a group of students a concentrated program in Chicago, involving "a public library elective, a college and university library elective, and a high school library elective" with a core series of visits to general libraries, binderies, and other institutions was suggested at one faculty meeting, but received "some interest, but not a great deal" (19, 10-21-35, p. 2).
29. For the 1901 trip there exists a sixteen page mimeographed booklet, approximately three by five inches, held together by a rivet (26). Similar copies may have been distributed to the students that year.
30. That the Library School Office (sometimes referred to as the Office of the Assistant Director) was responsible for making the many arrangements can be seen in several comments in the faculty meeting minutes, such as in the report of the Committee on Extracurricular Activities (see Appendix C). At one meeting it was mentioned that "[a]t present, the planning of three itineraries takes practically full time of the office for a month" (19, 3-4-1940).
31. Table 9 of Appendix A lists the cost estimates by year.
32. The time periods set aside for the discussions can be seen in the early lecture schedules (22, 23); the discussions were also mentioned in the Report and Student Record 1893-1903 (29) and in a University newspaper article (38), where the class on the 1898 trip to Chicago was described as having "Spent one week...making two visits a day, and devoting many days to discussion on their return."
33. Except in collections of prominent individuals' "papers," material such as student assignments does not generally find its way into archives. No examples of these reports could be located.
34. See the next section for a brief discussion of this and other committee's activities regarding the visits. Appendix B contains the full text of the "Manual."
35. See Table 10 of Appendix A.
36. See Appendix B for complete text of the guidelines.
37. See Appendix C for the text of the report. This committee's contribution to the scaling down of the program is discussed below.
38. Many students who were graduated before 1949 are still living. While of potential value, a survey of the group was not carried out for this study.
39. See Table 6 of Appendix A for numbers of trips for other nearby years.
40. See Appendix D for the text of his memo.
41. See Table 6 of Appendix A.
42. No final version of this outline or related report could be located.
43. Includes estimated numbers of unit visits from Table 6 below.
44. Includes estimated numbers of days from Table 6 below.
45. Visits not made during one extended trip, but over a period of several weeks.
46. No itinerary available; estimate based on two of the three 1931 trips mentioned in a faculty meeting: "It is automatically necessary to plan for two inspection trips. These will, presumably, be similar to the Chicago and Madison itineraries of 1931" (19, 2-17-33).
47. Based on the average number of units visited in the two nearest preceding and two nearest following years for which data could be located.
48. Based on the average number of days on which visits took place in the two nearest preceding and two nearest following years for which data could be located.
49. According to the 1911-1912 Library School *Circular*, the Juniors and Seniors visited Chicago area libraries in 1911 and those of St. Louis and neighboring cities in 1912 (7, 1911-12, p. 16).

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[50] Because of difficulties in securing chartered buses during time of war, it was decided that students would not travel, but visit local libraries only (19, 2-10-43; 9, p. 3). Unfortunately, "[t]he substitute...was so unsuccessful that in spite of travel difficulties a brief trip away from the campus was planned for 1943-44" (11, p. 3).

[51] See also Appendix E.

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A two-part arrangement has been used in listing the following items, each of which bears a reference number that is used for citations in this paper's text. For the purposes of this list, primary sources are: (1) those that were created during the time in question by the people who were involved with the program, and (2) recorded memories of those persons. Secondary sources are those works written by observers removed from the situations by time or place. Although many other works exist, especially in the second section below, only those works or other sources that are referred to in the paper have been listed. Despite the several name changes of the school between 1895 and 1948, the designation "University of Illinois Library School" has been used throughout for convenience and consistency (except when the institution is referred to as a publisher within a citation).

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